**Lesson Experience Plan 1 – Lesson 1**

**Familiar living things – Exploring familiar living things**

Students will understand that living things are present in their environment.

**The Hook –** Engage and review prior knowledge

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| **Learning procedures** | **What will learners do** | **Resources** | **Assessment and checks for learning** |
| * Introduce students to the science unit *Good to Grow* by playing the Voki [*Living things*](http://www.voki.com/pickup.php?scid=9246906&height=267&width=200). * Explain and demonstrate the class blog [*Good to Grow*](http://mrssmithscienceclass.blogspot.com.au/)to students and explain that the blog will be used by the teacher and students to communicate and share ideas and information. Teacher explain that the class will be divided into groups and that the groups will be working together throughout the unit and will contribute to the blog regularly. Teacher explain that important information and tasks will be posted by the teacher with every lesson and that the blog is accessible in class and at home for students. Ensure students of teacher support and availability throughout. * Model and explain how to post on class blog and show the video [*Stay smart online*](https://budd-e.staysmartonline.gov.au/teachers/primary/cybersecurity.html)about cybersecurity and talk to students about the legal, safe and ethical guidelines for using technology and working online – in the classroom and at home. * Read the unit focus question out load and explain to students that at the end of the unit they be able to answer the question and write their understanding on the class blog. * Students discuss as a class what they know about living things while teacher scribe on online concept map Spidercribe.com. * Create link to the concept map *What do you know about living things* on the blog. | Brainstorm while teacher scribe on [Spiderscribe.net](http://www.spiderscribe.net/) – whole class | Computer  Interactive whiteboard  Voki [*Living things*](http://www.voki.com/pickup.php?scid=9246906&height=267&width=200)  Link to Spiderscribe  <http://www.spiderscribe.net/>  Class blog <http://mrssmithscienceclass.blogspot.com.au/>  Video [*Stay smart online*](https://budd-e.staysmartonline.gov.au/teachers/primary/cybersecurity.html) | Student participation – prior knowledge about living things. |

**The Body –** Develop skills and knowledge

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| **Learning procedures** | **What will learners do** | **Resources** | **Assessment and checks for learning** |
| * Show student the video [*Needs of living thing*](http://www.makemegenius.com/video_play.php?id=237&type=0) * Explain to students that they will go for a walk in their groups to investigate living things and their habitats in the school environment. They will take photos of living things and create a diagram on MS Word. Students will be supported with the loading of pictures on their Word documents. They will present and explain their photos to the rest of the class and upload their photos also on the blog. * Ask students to write down their predictions of what living things they might find on the school grounds. * Remind students of safety precautions displayed on the whiteboard such as wearing a hat, protective shoes and sunscreen, to not touch living things. To look out for living things that may harm or be harmed, leave the plants intact by not removing any parts and to wash hands once walk is complete. * Explain to students that they will need to observe carefully to see what living things they can find and how their needs might be met, but that it is important not to touch any living things. * Hand out paper for notes and cameras and explain and demonstrate the use of the cameras. Cameras to be handed in at the end of the lesson to enable teacher to download photos. * Lead students to outside and ask them to identify living things, habitats and how needs are met. * Students return back to class and compare their observations with their predictions. * Model how to create a word document with diagram and pictures. * Students create a Word document with their notes and observation as well as their photos, with the support of teacher and teacher aide. | Take photos and observe living things in the school environment - groups  Create Word document with notes and observation including pictures - groups | Safety precautions poster displayed on interactive whiteboard.  Cameras  Computers  Teacher aide | Students’ participation during outside activity – group work and identification of living things and compliance of safety rules and code for caring.  Students’ responses to worksheets. |

**Conclusion, draw together, review & summarise key learnings, checks for learning, consolidation, homework/review tasks**

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| **Learning procedures** | **What will learners do** | **Resources** | **Assessment and checks for learning** |
| * Students sort flash cards according to living and non-living things in groups. * Students’ Word documents are displayed on the interactive whiteboard and students share and discuss their photos and notes with the rest of the class. * Give students choice of animals and plants to care for and observe throughout the unit. * Explain and demonstrate the use of cameras and voice recordings and explain that students will make notes in their journals and will at the end of the unit create a storyboard on Glogster for one of their living things and also hand in their journals. * Ensure students that they will be supported throughout the unit with the uploading of pictures, recordings and documents on the class blog, or Glogsters. * Upload students’ Word documents as images on class blog. | Share and discuss their notes and photos | Science journals  Computers  Interactive whiteboard | Students’ participation during discussions.  Students’ understanding of requirements of task |